

WINDSOR HILL ELEMENTARY

8600 William Moultrie Drive
North Charleston, South Carolina 29420

GRADES PK-5 Elementary School

ENROLLMENT 809 Students

PRINCIPAL Jim Atkinson 843-760-9820

SUPERINTENDENT Joseph R. Pye 843-873-2901

BOARD CHAIR Bufort "Bo" Blanton 843-873-8454

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
21	48	4	0	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Unsatisfactory	N/A
2002	Good	Below Average	N/A
2003	Good	Below Average	Yes
2004	Good	Below Average	Yes

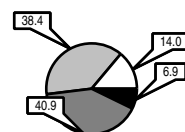
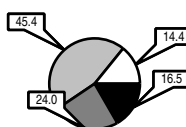
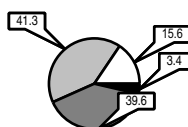
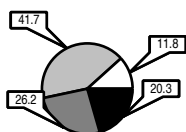
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

63.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	448	99.8	15.2	41.5	39.8	3.4	59.7	Yes	Yes
Gender									
Male	235	100.0	20.8	40.3	35.7	3.2	55.2		
Female	213	99.5	8.6	43.0	44.6	3.8	65.1		
Racial/Ethnic Group									
White	210	100.0	10.1	41.4	44.9	3.5	67.7	Yes	Yes
African-American	204	100.0	21.1	42.7	33.0	3.2	49.7	Yes	Yes
Asian/Pacific Islanders	15	100.0	0.0	38.5	53.8	7.7	84.6	I/S	I/S
Hispanic	17	94.1	30.0	30.0	40.0	0.0	50.0	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	404	99.8	9.0	44.1	43.0	3.8	64.4		
Disabled	44	100.0	69.0	19.0	11.9	0.0	19.0	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	448	99.8	15.2	41.5	39.8	3.4	59.7		
English Proficiency									
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	439	100.0	14.9	41.7	40.0	3.5	59.8		
Socio-Economic Status									
Subsidized meals	149	99.3	27.6	35.4	33.9	3.1	47.2	Yes	Yes
Full-pay meals	299	100.0	9.6	44.3	42.5	3.6	65.4		

Mathematics - State Performance Objective = 15.5%									
All Students	448	100.0	11.8	41.7	26.2	20.3	65.7	Yes	Yes
Gender									
Male	235	100.0	11.8	37.1	28.1	23.1	66.1		
Female	213	100.0	11.8	47.1	24.1	17.1	65.2		
Racial/Ethnic Group									
White	210	100.0	6.6	34.3	30.8	28.3	77.8	Yes	Yes
African-American	204	100.0	18.4	48.6	23.2	9.7	52.4	Yes	Yes
Asian/Pacific Islander	15	100.0	7.7	30.8	23.1	38.5	84.6	I/S	I/S
Hispanic	17	100.0	0.0	72.7	0.0	27.3	45.5	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	404	100.0	7.1	42.3	28.1	22.4	71.3		
Disabled	44	100.0	52.4	35.7	9.5	2.4	16.7	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	448	100.0	11.8	41.7	26.2	20.3	65.7		
English Proficiency									
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	439	100.0	11.7	41.2	26.6	20.6	66.3		
Socio-Economic Status									
Subsidized meals	149	100.0	23.4	44.5	22.7	9.4	50.8	Yes	Yes
Full-pay meals	299	100.0	6.4	40.4	27.9	25.4	72.5		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	133	99.2	15.6	34.4	43.4	6.6	50.0
	Grade 4	164	100.0	23.6	40.8	35.7	N/A	35.7
	Grade 5	159	100.0	34.2	45.9	17.8	2.1	19.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	148	99.3	7.7	28.2	57.0	7.0	64.1
	Grade 4	129	100.0	12.6	44.1	40.2	3.1	43.3
	Grade 5	171	100.0	24.1	51.8	23.5	0.6	24.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	133	100.0	12.2	53.7	23.6	10.6	34.1
	Grade 4	164	100.0	12.7	43.3	22.3	21.7	43.9
	Grade 5	159	100.0	25.3	44.5	14.4	15.8	30.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	148	100.0	12.6	48.3	29.4	9.8	39.2
	Grade 4	129	100.0	7.9	35.4	30.7	26.0	56.7
	Grade 5	171	100.0	14.7	44.1	19.4	21.8	41.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 809)				
First graders who attended full-day kindergarten	99.3%	N/C	100.0%	100.0%
Retention rate	2.5%	Down from 3.4%	2.5%	2.7%
Attendance rate	96.6%	Up from 95.8%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.3%		2.9%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.9%		2.9%	3.5%
Eligible for gifted and talented	22.7%	Up from 14.6%	21.2%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.2%	Up from 2.7%	7.7%	8.2%
Older than usual for grade	0.9%	Down from 1.4%	0.6%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	5.1%	Up from 3.1%	0.0%	0.0%

Teachers (n= 60)				
Teachers with advanced degrees	38.3%	Up from 36.5%	55.0%	51.4%
Continuing contract teachers	91.7%	Up from 73.0%	90.2%	87.5%
Highly qualified teachers**	98.1%	N/A	95.3%	95.0%
Teachers with emergency or provisional certificates	2.0%		0.0%	0.0%
Teachers returning from previous year	78.0%	Up from 77.0%	88.6%	86.7%
Teacher attendance rate	93.3%	Down from 95.6%	95.2%	94.9%
Average teacher salary	\$36,888	Up 3.1%	\$42,154	\$40,760
Prof. development days/teacher	17.6 days	Up from 11.3 days	11.1 days	12.4 days

School				
Principal's years at school	7.0	Up from 6.0	5.0	4.0
Student-teacher ratio in core subjects	17.5 to 1	Up from 16.8 to 1	20.1 to 1	18.9 to 1
Prime instructional time	88.4%	Down from 90.3%	90.6%	90.0%
Dollars spent per pupil*	\$5,701	Up 3.0%	\$5,756	\$6,044
Percent of expenditures for teacher salaries*	62.7%	Up from 62.5%	66.3%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 90.2%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	90.8%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

What a great school year! PACT results showed that we were in the top 24% of schools statewide that made Adequate Yearly Progress for meeting our academic goals. For our 900 students in Pre-K through fifth-grade, this was good news. Our 100 staff members are proud to announce that our top volunteer was named a state winner at the state PTA conference for his outstanding volunteer efforts. Windsor Hill has also achieved national recognition as an Exemplary HOSTS Link Language Arts Program. This places us among a very select group of schools nationwide. Our school was also awarded the State Department of Education's RED CARPET SCHOOLS AWARD 2004 for outstanding family-friendly environments. Our students continue to excel by having more first place winners in the State PTA Puzzle Contest than any school in the Tri-County area. The principal is enrolled in CP and L's two-year School Leadership Executive Institute.

Our challenges include providing remediation for all our students that scored "below basic" on PACT in Language Arts, Math, Science, and Social Studies for all students, but especially our minorities. Our goal is a decrease of 5%. Another challenge is to raise by 5% the scores of students scoring "proficient" and "advanced."

We are committed, at every grade level, to providing remedial assistance for students who are not reaching schoolwide goals, by providing small group instruction for them. We also plan to provide a Saturday program of assistance for students who are not performing up to standard. We also are utilizing Team Teaching in fourth and fifth grades in an effort to strengthen instruction. Our teachers are receiving summer training in the district's new Literacy Model and are anxious to implement this in their classrooms. We will also implement a new Gate model in the third and fourth grades with an emphasis on identifying students in the first and second grades as strong candidates who have the potential for the program. Our goal is to prepare them for the process in which students are identified for our Gifted and Talented Program.

As we continue on our journey towards excellence, we remain focused on our mission that all students will meet their goals at each grade level. We believe that the needs of students will direct every action of our employees.

"Success means we go to sleep at night knowing that our talents and abilities were used in a way that served others." Marianne Williamson

E. James Atkinson, Jr., Principal

Diane Stice, SIC Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	65	151	87
Percent satisfied with learning environment	92.2%	82.1%	93.0%
Percent satisfied with social and physical environment	100.0%	74.7%	90.8%
Percent satisfied with home-school relations	79.7%	78.1%	81.2%

*Only students at the highest elementary school grade level at this school and their parents were included.